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ABSTRACT

This practicum was designed to: improve the skills of personnel working with students with severe and/or profound handicaps in junior high school; to improve staff development; and to increase the consistency of services offered in a community-based instruction program for K-12. A needs assessment survey of 10 staff members determined the level of understanding of techniques used in the community-based instruction program, and five techniques were selected for training. The five techniques were: discrepancy analysis; ecological inventory; in-house functional activities; partial participation; and systematic teaching. In-service training packets were designed to cover each technique. Each packet contained at least a pre/post-test, an article to present the technique's rationale, material to perform task analysis of each technique, and a list of things to remember. Two packets included a videotape recording. It was concluded that techniques needed for staff development could be identified by a needs survey, and the techniques identified could be self-taught through the use of well-designed individual packets. The packets were used effectively with different levels of staff, including paraprofessionals, teachers, and coordinators. The needs assessment instrument is included in an appendix. (26 references) (JDD)

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Utilizing Individual Inservice Training Packets for Staff Development with Community-Based Instruction for Severely and Profoundly Handicapped Students (K-12)

by

Pat Kissire

Cluster 28

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A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

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ABSTRACT

Utilizing Individual Inservice Training Packets for Staff Development with Community-Based Instruction for Severely and Profoundly Handicapped Students (K-12). Kissire, Patsy R., 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Staff Development/Inservice Training/Community-Based Instruction/Junior High/Middle School/Disabilities/Special Education/Instructional Improvement

This practicum was designed to improve the skills of personnel working with students with severe and/or profound handicaps in Junior/High School; to improve staff development; and to increase the consistency of services offered in a Community Based Instruction Program K-12. The Primary goal was to increase the skill level of personnel in areas specific to the unique needs of severe and profound students involved in Community Based Instruction. A secondary goal was to offer the same training to all personnel regardless of their length of employment to improve the consistency of programming.

The writer administered an assessment survey to certified and non-certified personnel; determined the techniques used and rate of understanding of techniques unique to the program; designed packets for individual training in five of the techniques; distributed packets with pre and post testing; and administered an evaluation component.

The results of the practicum were positive. Analysis of the data reveled that the individual packets contained the needed information to implement the techniques and was an effective method to present personnel with training on an individual basis.

CHAPTER 1

INTRODUCTION

Description of Community

The county in which the practicum took place was located in a southern state and was the metropolitan area of the capitol city. The metropolitan area consisted of four counties with a population of over one million.

County population was over 350,000 according to the 1985 census. The major employers were medicine, service industries, government, and manufacturing. The median income in 1988 was $25,843.

There were three cities in the county each located in a separate school district. The three school districts were composed of: (1) the area within the city limits of the largest city in the state and had 25,972 students, (2) areas within the city limits of the second largest city with 9,400 students, and (3) the remaining areas of the second city, the third city and all of the surrounding county with a student population of 21,607.

The city limits of the two largest cities were divided by a river and composed a metropolitan area. The third city could be classified as a rural community situated on the edge of a military base. The rest of the county was composed of suburban communities and rural farming.

While the majority of the population could be classified as middle income, there were areas of upper income populous scattered throughout the county. Lower and poverty socioeconomic levels were found mostly in one section of the largest city with some smaller areas located in the farming communities.

The Department of Commerce had listed the area as the second fastest-growing region in the United States. As such there had been rapid expansion in employment possibilities and a great need to expand the school system to meet the needs of a growing population.

Writer's Work Setting and Role

The school district was a large, county wide district of 21,607 students. There were 33 schools in the system and school settings ranged from rural to suburban and small city. The district was the second largest in the state.

The Community Based Instruction (CBI) program was a special program with the goals of independent living and employment for its students. Located in seven schools, the CBI students were Elementary, Junior High, and Senior High ranging in age from 5 to 21 years of age and were identified as Severely and/or Profoundly Mentally and/or Physically Handicapped. Responsibility for seven district CBI programs was shared by three coordinators. There were 56 High

School, 40 Junior High, and 89 Elementary CBI students. The total number of district CBI students was 185.

All CBI students received special transportation to and from school. Some CBI Students were transported 20 miles from their homes. The distance between school and the student's home was a major consideration, since the goal of the program was to train students in their community setting in the areas of Domestic, Community and Recreation/Leisure Domains; and in the Vocational Domain, place students in an employment setting that could continue after graduation.

The District was under a court ordered desegregation mandate which placed both students and staff according to race. The court order controlled the building of addition classrooms and as such had placed constraints on the CBI Program. The constraints had placed the program into overcrowded schools with minimum modifications to meet program needs.

The writer was one of six district Special Education Coordinators and had been one of three coordinators of CBI Programs for three years. A district Coordinator for 15 years, the writer had extensive inservice hours in Community Based Programing and Behavioral Management of students with Severe and Profound handicaps. The writer was responsible for the operation and development of the complete CBI program for one Junior High and one High School. This responsibility included curriculum - within district guidelines, individual programing, discipline, staff

development, public relations, budgeting, transportation, and scheduling. Evaluations of staff and parent/community involvement were also the responsibility of the writer. The writer had served previously as Low Incidence Coordinator in the district for one year before the CBI project was started and as such was familiar with the students, some of whom the writer had worked with since elementary school. The writer was Special Education Coordinator of the elementary school in which the first trainable mentally retarded student and the first autistic student were totally mainstreamed into the regular program. Both students were involved in a special program designed and supervised by the writer for high risk students, kindergarten through second grade.

The writer was appointed to the Governor's Commission on People With Disabilities; was associated with Rehabilitation Services, was on the state Rehabilitation Advisory Board; was a member of the state Council for Independent Living; had served as President of the state Learning Disabilities Association and Treasurer of the National Board of The Learning Disabilities Association of America; and was serving as a member of both the National and State boards and was Treasurer of the state association. The writer had been honored as the State Teacher of the Year by the Learning Disabilities Association, received the state President's Award for achievement in the field of Special Education, and was a frequent speaker and presenter of workshops on children and adults with handicaps. College

courses taught by the writer had included Exceptional Learners in the Regular Class, Perceptional Motor Training, and Methods and Materials for Handicapped Students in various regular and special education courses. Degrees held by the writer were a BS in Special Education with a major in Learning Disabilities and a MEd in Learning Disabilities. The writer held State Certification in Learning Disabilities, Educationally Mentally Handicapped, Trainable Mentally Handicapped, and Special Education Supervision. Certification from other states was held by the writer - as Reading Specialist and in teaching the Emotionally Disturbed. Additional training included work in Visual Handicaps, Speech and Occupational Therapy.

Chapter II

STUDY OF THE PROBLEM

Problem Description

The CBI staff had different levels of training in techniques that were considered to be good for teaching the student with severe and profound handicaps. Some of the staff was well trained in some areas and not at all in others. None of the teachers had all the training needed to facilitate a good CBI program.

Teachers in the CBI program did not teach using techniques found to be the best methods for teaching students with severe and profound handicaps and recommended by the district curriculum. Techniques that were used were often not fully understood and were used without the knowledge necessary to facilitate good CBI teaching.

Classroom techniques used were those taught in colleges as being appropriate for special education for resource and self contained academic courses. Teachers in CBI were using those skills in which they had training, but most had not received training in the specific CBI techniques needed.

Teachers who had specific training had no way of disseminating their knowledge to the others. Differing levels of training in techniques was confusing to the students who did not receive the consistent follow-through once training had started.

Specific steps in program planning and execution were not followed and the program was inconsistent in application of the techniques that would teach functional curriculum in a manner that would lead to student employment and independent living. Teachers were unfamiliar with the specific techniques to use.

The ideal solution would have been that all teachers who were hired to teach CBI would have had training in the techniques to be used before they started to teach. Training would have been offered across the state to all teachers so that a student moving from one class or community to the next would have been taught using the techniques that had been used in his previous class.

Teaching techniques used by one teacher would have been fully understood by another and consistent individualized programs would have been planned for all CBI students. Specific techniques found to meet the needs of a specific student would have been followed from teacher to teacher with no need to start over. Behavior modification once started would have continued without change from teacher to teacher. Feeding techniques, physical and speech therapy, job coaching, and classroom teaching would have been on-going programs that built on skills previously taught and not on new programs every year. Such consistent teaching would have facilitated the reaching of the goal that all students, no matter how severe the handicap, would leave the

CBI program employed and ready to live as independently as possible.

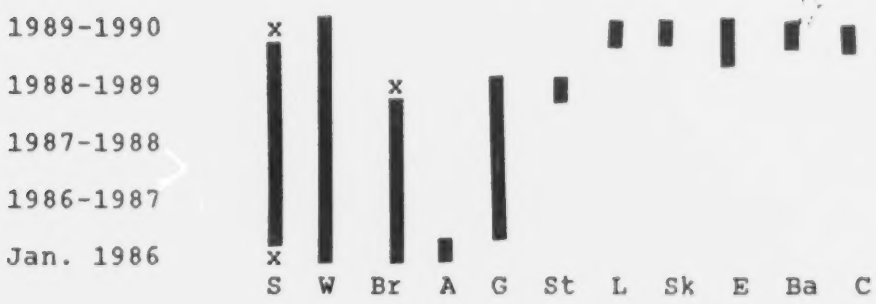
The problem was the need to develop a format for providing training for local or state CBI programs that could facilitate consistent teaching of CBI techniques necessary to meet the wide variety of needs.

Problem Documentation

The District had three CBI Programs all under Central Office supervision by the Director of Special Education and the Associate Director. The CBI staff at the writer's two schools consisted of a Special Education Coordinator (the Writer), a Transition Specialist, 2 Speech Pathologists, 2 Physical Therapists, 6 teachers, 7 paraprofessionals, a Job Coach, and two half-time secretaries. Of these 22 positions, only 4 members of the staff had been with the program since its conception. Two of the staff and one building principal had visited an out of state CBI site. One of these teachers was serving as Head Teacher when the program was first initiated and served as Head Teacher/Coordinator from January to May the first year, until a Coordinator could be moved into that position. Changes in the staff had been continual, due to expansion and turnover, with new staff having to be trained every year. Of the starting staff which received training, only

one Speech Pathologist and one teacher were still in their original jobs. The Transitional Specialist was the Head Teacher and a classroom CBI teacher until the beginning of the practicum. Documentation of the variety of needs was shown by Table 1 which indicated the length of service of the staff in the Writer's CBI program.

Table 1
Length of Employment for
Certified Junior High/High School
CBI Personnel for Six Positions



x = position change

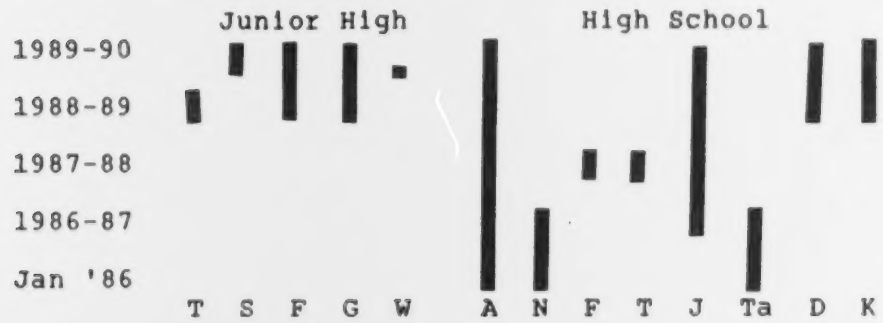
The Junior High program was started in November of 1989 and had expanded from two to three teachers. One position had been added, one change in certified staff had already occurred, and another change was expected. Changes are indicated in Table 1 by Xs.

Non-certified staff changes had occurred because of added positions and turnover, mostly due to low pay. Table 2 indicates the length of employment of the Junior HIgh/High School staff including the new additions.

A count of the district CBI staff additions and changes indicated that, since the inception of the program four years before, there had been twenty-four certified changes and 16 non-certified changes. While most of the new personnel had received some training, none had all the training that was considered by the three coordinators to be essential to the operation of a good CBI program.

Table 2

Length of Employment of
Junior High/High School
Non-Certified CBI Personnel



A preliminary survey (see Appendix A) was handed out in the Writer's two schools to identify the areas of training needed. With a 77 percent return (10 of 14), indications were that the training needs were so varied that a variety of training was needed to provide the staff with competency in general skills and a more extensive program of individualized inservice was planned for development of specific skills. Results of the survey were given in both a point scale with 50 points (highest score 5 and 10 returned) possible for using a skills frequently and 50 points for

understanding the skill fully. The range of answers was also given as a range from 5 to 1 which indicated the split of the skills of the staff for a given skill or understanding of a skill (See Appendix B). Table 3 indicates the ratings in order from the most used to the least. The ratings had a range from 46 to 25 indicating a wide discrepancy between the most used and the least used. It was interesting to note that the most used was Task Analysis, a technique widely taught in recent years in colleges, and the least used was the Handicapped/Nonhandicapped Survey, a technique unique to CBI and the basis for planning the Individual Education Plan (IEP). This seemed to be a clear indication that specific techniques needed to be taught.

Table 3
Rank and Range of Most Frequently Used Techniques

Technique	Points	Range
Task Analysis	46	5/1
Partial Participation	43	5/3
Rehearsal/Debriefing	42	5/2
Data Collection	.42	5/2
Ecological Inventory	39	5/1
Prompts/Cues	37	5/3
Positioning/Lifting	37	5/1
CBI Mission Statement	34	5/1
In-House Functional Activities	34	5/2
Functional Communication	34	5/1
Behavioral Management	32	5/1
Feeding	30	5/1
Interdisciplinary Team	27	5/1
Discreet Trial	27	5/1
Handicapped/Nonhandicapped Survey	25	5/1

Table 4 is a list of the points given for the understanding of CBI techniques ranking from the best understood to the least. The most points possible were 50.

Table 4

Understanding of CBI Techniques
Rank and Range from Most to Least

Techniques	Points	Range
In-House Functional Activities.	48	5/3
Task Analysis	47	5/3
Partial Participation	45	5/4
Ecological Inventory.	43	5/1
Data Collection	43	5/3
Rehearsal/Debriefing.	43	5/2
Functional Communication.	38	5/2
Feeding	37	5/1
Behavioral Management	36	5/1
CBI Mission Statement	35	5/1
Prompts/Cues.	34	5/1
Interdisciplinary Team.	29	5/1
Positioning/Lifting	29	5/1
Handicapped/Nonhandicapped Survey . . .	27	5/1
Discreet Trial.	27	5/1

Causative Analysis

The CBI Program had a series of problems from its beginning, four years before. The newness of the program had generated the usual problems of staff development and initiation of new services as well as problems associated with a unique curriculum that required a change in teaching techniques. Part of this newness was that changes had been made each year in staff and/or location of the program. Such changes continued until the program was fully established district-wide.

Expansion of the CBI program to other districts was another cause. Part of the Writer's district was consolidated with a neighboring district two years earlier and the CBI program was initiated in that district to facilitate the students who were already receiving those services. That district was expanding the program into the entire district, creating a need for intensive inservice of CBI teachers most of whom had little or no training in CBI techniques.

Across the state CBI programs were in various stages of development with programs ranging from four years experience to some that started that year. The need for CBI training was state-wide. The state had just completed a training grant that supported statewide training sessions two or three times a year. With the grant cycle completed, the state and local schools were now faced with providing inservice using their own facilities and staff.

The rapid expansion of the program through out the state had created a competitive market for trained CBI teachers. Training was available only by working in the program, so teachers were hired having no specific CBI training. On the job training was given by local staff members with only limited supervision and help. This training was generally provided through a two or three day overview and then on a crisis basis of meeting the most severe needs as they arose. Individual training was done by the supervisor on site.

These problems had been amplified by a court order that necessitated major staff changes across the district and included the CBI Program. Some of the trained staff were moved into other programs or another district and new untrained staff was assigned to the CBI program. This problem was complicated by the population growth in areas restricted by the court order from adding additional buildings. Control of staff changes and space by outside influences had made staff training difficult.

The original staff received training and visited an out-of-state CBI site. Some district inservice training had been given to the staff using inservice days at school and through attendance at various CBI inservices in the state. These inservices had been at different times and no personnel had attended all of the inservices. There was not a procedure for one staff member to disseminate training to the rest of the staff. Such individual training, while being helpful to one employee, had created the problem of a staff that was trained in different skills. Part of the program received grant money from the state and received extensive inservice while the other schools had received no money for training. The writer's school was not included in the grant training. The lack of continuity in training was very evident in the classroom procedures and techniques used. The original staff had received much more training than the staff that was added later.

Limited time to have inservice was another cause. The district was under court order to give inservice, in areas other than CBI, which limited specialized inservice to only two days a year when the entire CBI staff could be together. Those two days were spent in necessary inservice for the whole special education program and did not address specific problems of CBI. Local schools could have inservice for the staff if it was limited to 30 to 45 minutes and then it had to be given at least twice at each school in order to reach the whole staff. There was also the problem of getting the CBI teachers together. The program was spread throughout the district and there was as much as twenty miles between schools.

There was also a lack of trainers who had CBI experience. The state coordinator who had been in charge of the training through out the state was now working for one of the school districts and was no longer available for training in other districts. The new state coordinator had had only limited training. Training for the state was needed in some form that could be easily disseminated to all districts according to the varying needs.

Another cause was that no pre-training was given to new staff. This created a major problem of staff entering a program with no idea of what special procedures and techniques were to be used. On-site job training in CBI had become the norm, making the continuity of the program

difficult. Some method of delivering pre-training had to be developed.

Relationship of the Problem to the Literature

A review of the literature indicated staff development was necessary to achieve program consistency. Training of teachers in the use of new practices needed to be undertaken with a plan of action and feedback to be effective. Staff development included both pre-service orientation and on-going training of techniques based on needs and receptivity of the staff.

Snell, Thompson, and Taylor (1979) noted that while universities were establishing full-time preservice programs, the teachers currently in service were often neglected. To correct the current inadequacies of the educational programs for the severely handicapped immediate attention was needed. They stated that "traditional inservice procedures must be modified to reflect what is known about (a) assessment of teacher knowledge and performance, (b) effective inservice, and (c) the skills required by teachers of the inadequately served population" (p. 32). A model was offered that included inservice consultation with teachers both in their own classroom and in small group sessions after school. Assessment of teacher knowledge was viewed as a hierarchy of increasingly complex

skills and inservice that followed the hierarchy was found to be effective.

Guidelines for increasing teachers' receptivity to new practices were given by Sparks (1988). These guidelines were:

> (a) discussions of how the practices differ from the teacher's present habits, (b) the expected influence of the new strategy on students, (c) small-group discussions in which teachers share practices, (d) presentations of the theory and research underlying the strategies, and (e) testimonials by those who use the new practices. (p. 117).

This research further suggested that staff development and teacher change could best be achieved when the focus was on strategies for increasing teachers' receptivity to change and self-efficacy. Sparks (1983) offered providing information and demonstration as powerful training activities when used alone without other activities and Joyce and Showers (1980) suggested that consistent practice with feedback was necessary for the majority of teachers, with some needing direct coaching before transfer of skills was attained. Another method of providing objective, nonthreatening peer-observation activities was suggested by Sparks (1986) to boost the effectiveness of normal, workshop-based inservice training.

Beirly and Berliner (1982) studied the characteristics of the elementary school teacher as a learner and found that

the most salient of their needs were for practicality and concreteness in instruction, individualization of instruction, extended time for practicing, adaptation of instruction to their own classroom, coaching in the classroom, site or team involvement, instructors with teaching experience and professional incentives. Consideration of these characteristics and needs in the planning and implementation of staff development programs enhanced the program's effectiveness.

Training and public policy issues, the consultative process and interdisciplinary service delivery models related to the development of community-based programs were discussed by Powers (1986). The description of five model programs illustrated the division of programs into levels of service delivery. The individual system level provided a needed service to a person, with or at risk for, developmental disability and effected first-order change. The small group or organizational system level emphasized indirect service to provide training and consultation to assist in the delivery of exemplary services to persons with handicaps. The suprasystem level developed a network model which coordinated and integrated larger service delivery systems already in operation and involved dissemination of technical assistance on clinical issues and strategies. The impact of these systems was dependent on the consultative process and methods of influencing public policy used.

The assignment of responsibility to provide inservice appeared to be that of the administrators. In the defined roles of (a) special educators, (b) vocational rehabilitators, (c) case management agencies and organizations, (d) vocational educators, (e) parents and families, and (f) educationally related services and medical services professionals as described by Everson and Moon (1987), one of the administrative responsibilities was to establish cross-agency inservice training. Such training covered parent training and support services as well as eligibility determination and service provisions. The need for communication between all persons involved in the transition of students from school to work was pointed out. The descriptions of roles presented the optimal involvement of each person involved in transition and gave strategies for developing those roles. Everson and Moon (1987) stated the role of the Special Educator was to "Ensure optimal parent family and student involvement in the educational preparation process" (p.89) and to "Establish and participate in a local interagency task force or core team for transition into adulthood planning" (p. 89). This placed the responsibility for establishing such communication in the hands of the Special Educator.

The need for inservice training for paraprofessional workers was discussed by Learn (1988). Conclusions were that paraprofessionals needed supervision, inservice orientation, and training to be successful. Since

paraprofessionals were traditionally hired with insufficient training, it became the task of schools to provide for inservice training to meet their needs.

These studies indicated that staff development and the programs involved in the Community Based Program could and should be broken down into defined segments and that communication of the common goals should be communicated to all groups involved in the process of teaching the students. The establishment of inservice training to increase communication appeared to be the responsibility of the Special Educator. Inservice training appeared to be a valid way to provide for the orientation and on-going needs of a staff.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goals of the practicum were to increase teacher knowledge of techniques specific to CBI so that the staff would have the same basic training. The range of understanding of CBI techniques by the working staff would be approximately the same, instead of the wide range indicated by the initial surveys (Appendix A & B).

Behavioral Objectives

The following behavioral objectives were projected for this practicum.

1. Given five specific CBI techniques, inservice training would be provided to ten individual teachers with a 30 percent average increase between pre and post test scores.
2. Given five individualized CBI inservices ten teachers would indicate a self-rated range of less than two points on a five point scale in the understanding of each technique.

Measurement of Objectives

The objectives would be measured as follows:

1. The completion of five CBI inservices given to ten individual teachers.

   The difference between pre and post test scores for each teacher. A 30 percent average increase was expected.

2. The range of self-rated scores on understanding of each technique presented in the inservice. A difference of no more that two points on a five point scale was expected.

Pre/post tests were designed to cover the material given in the individual packets. The material covered the essential facts concerning one teaching technique selected as necessary for CBI.

Mechanism for Recording Unexpected Events

In order to record unexpected events which happened during the practicum and to document their effect on the results, a journal was kept by the writer. Events which had significance to the problem were recorded.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The literature supported the use of inservice to provide further training for staff members and offered many ways in which these inservices could be conducted. The difficulty came in choosing the method which best provided for the identified needs.

Mayo and DuBois (1987) presented seventeen generalizations pertaining to training which included five about the Trainee that involved conditions under the control of the trainer. These training generalizations were: (1) active participation was essential, (2) satisfaction reinforced learning, (3) achievement of objectives was the trainee's responsibility, (4) motivation to learn was essential, and (5) value systems modified learning. With these ideas in mind it would be important to find a method which would fit the value system of CBI that would be considered motivating. Personal satisfaction, active participation and achievement of objectives would need to be insured.

Five other generalizations about training methods were given as: (1) trainees needed assistance in setting goals, (2) methods should be related to content, (3) methods should be based on learning research, (4) individualized

instruction was feasible and useful, and (5) "Discovery" methods yielded gains. Individualized instruction based on the curriculum content of CBI would meet the needs of the staff and solve the problem of having no time for a general training session.

Additional generalizations are given for training courses and materials as: (1) demands should be within the trainee's ability, (2) organization of materials required careful attention, (3) all aspects of training should be coordinated, (4) the planning of training should be systematic, and (5) materials must be meaningful to trainees. These generalizations could be met through systematic planning of packets using techniques that were found on the needs survey to be essential to the CBI program.

Two final generalizations were for the training situation: (1) learning varied with the surroundings and (2) the tone of the training situation affected learning. These generalizations were followed by a five step training development implementation model which included feedback and interaction as the core for the five steps of: (1) analyzing operational requirements, (2) defining training requirements, (3) developing objectives and tests, (4) planning, developing, and validating the training and (5) conducting and evaluating the training. Such a plan appeared to be a feasible method to apply to the training needed in the CBI program. Of the training formats

presented, the individualized instruction seemed to apply to the CBI situation best due to its flexibility in both scope of study and method of presentation. A combination of these methods allowed for use of individual packets for training in the areas identified by the staff and selected for the practicum.

In a study that compared three training procedures, Delamater, Conners, and Wells (1984) concluded the greatest gains in staff behavior occurred as a result of role-playing. In-service training had little effect on staff behavior and direct feedback in some cases resulted in increased frequency of appropriate staff responses but these gains were not maintained across time. While the indications of this study was considered important to the results of inservice training, direct application to the use of individual training packets was not seen. Plans were made to incorporate role playing in the activities for the students as a method to maintain gains in the teachers understanding of the techniques presented.

Kissel, Whitman and Reid (1983) reported the development of effective staff training and management programs using written instructions, videotape, live modeling, rehearsal and video feedback. Written instructions and videotape were considered useful in the development of the packets. Live modeling, rehearsal and video feedback were seen as methods of follow-up to be used later.

Ivancic, Reid, Iwata, Faw, and Page (1981) used in-service meetings followed by a series of supervisory prompts and feedback to increase the language training interactions between institutional staff and children with profound handicaps. Inservice meetings were not possible with the problems of a staff that was unavailable for meetings. This study reinforced the use of inservice to work with children with severe handicaps and again stressed feedback.

Another method suggested, in a study designed to teach writing of behavior modification programs by Hundert (1982), using a training manual in conjunction with experimenter feedback was rejected as a repeat of what had already been attempted in the district. A training manual had been presented to each staff member and feedback was given through the use of an observation instrument used by the coordinators. These method did not allow for the direct training needed by some of the staff in certain techniques. Training beyond the scope of a manual was necessary.

Training videos and the use of drama was explored by Foster and Wertz (1986). When the needs, interests, and experience level of the target audience were considered, drama was found to be an effective method of increasing learning through training videos. Suggestions and pitfalls for using video to train personnel were made by Glassman (1984). The use of video without disrupting work schedules was discussed by Hess (1984). Video workshops were repeated on closed circuit TV to provide all staff members with in-

service training. Video appeared to be a feasible method of presenting inservice but the lack of equipment and expertise made this method useful for only a small part of the practicum. A big factor with the production of videos was the time and equipment necessary for editing.

A microteaching handbook was written by Kasambira (1984) which stated that microteaching was a precision, low pressure, low threat method of staff development which offered a realistic perception of performance. This method was suggested as a way to allow for effective self-appraisal. By isolating specified aspects of teaching, experiences could gradually be introduced to prospective teachers as needed. This method was incorporated into the use of packets for individual use that covered specific techniques needed by the CBI staff.

It was noted in the Conference Board Report (1983) that corporations were using "needs-driven" training and education to build skills rather than information giving. The thrust was from instructor-intensive training to self-administered training. Live video playback and interactive video disks with a computer allowed for content to be controlled and uniformity or consistency with other programs assured. Training was then be given individually, as the need arose, without the cost of one-on-one instruction. This method was incorporated into the practicum as a part of the practicum in the form of individual packets and video was used to provide actual situations to review. The

flexibility of being able to select the techniques needed and then to use them only as needed made this a viable option.

In his description of ways adults apply what they learn, Knox (1988) stated that "One of the best ways to encourage adults to apply what they learn is to help them find out what they're committed to apply" (p. 55). Clarification of educational needs as related to desired performance improvement added to encouragement and assistance was considered an essential part of instruction. Active learning methods suggested for effective application, transfer and relationship to performance-oriented outcomes were internships, role playing, case analysis, and action-learning projects. Case analysis appeared to be a method that could be used in the practicum and could be incorporated in a video. The needs survey indicated the staff had specific techniques in which training was indicated. These were techniques identified as necessary to good CBI programing and as such would qualify as techniques they were "committed to apply".

Staff development using microcomputers and systems employing videodisc/microcomputer combinations were suggested by Bennett (1981). The difficulty noted for these methods was that application needed to be pilot tested and strengths and weaknesses needed to be defined more completely to meet the needs of exceptional children. While

this was considered an attractive method, the lack of equipment and expertise made it unfeasible.

Description and Justification for Solution Selected

Staff development appeared to be a concern of both education and business and many training methods had been developed. The studies cited indicated a common need to improve performance in specific areas. Identification of need appeared to be the focal point to establishing the specific problem to be addressed. Receptiveness of the staff to training was considered essential. Trends indicated that individual training addressing specific problems, as needed, was effective.

Consideration of these findings led to the selection of an individualized staff development plan. Due to the difference in the skill level of the staff and the difference in training received, overall training would not serve the staff needs. The wide spread of individual staff needs indicated that training would be needed on an individual basis.

The solution appeared to be an inservice training that could be given as needed to single staff members that would present material about specific CBI techniques. The practicum was then developed around five individual

inservice packets that could be checked out as needed by the CBI staff.

Report of Action Taken

Topics for the individual inservice packets used in this practicum were selected according to surveys (Appendices A & B) concerning specific techniques identified as being essential to the CBI program. These surveys were designed to estimate the use and understanding of specific techniques (Tables 3 & 4). Five techniques were selected from the surveys given to teachers and from recommendations by CBI coordinators as to the most needed techniques. The five techniques chosen were: (1) discrepancy analysis, (2) ecological inventory, (3) in-house functional activities, (4) partial participation, and (5) a CBI overview which was later changed to systematic teaching. Inservice training packets were designed to cover each technique. Each packet contained at least a pre/post test, an article to present the rationale, material written to task analyze each technique and a list of things to remember. Two packets included a video. These packets were made available to individual teachers, paraprofessionals, and coordinators to be used as the need for that specific training was perceived by either the teacher, paraprofessional, or the coordinator.

Materials specific to each technique were included in the packets such as research articles, sample materials or games, and where feasible, video demonstrations. These

packets contained a pre/post test and an evaluation form for feedback on the packet itself. Planning of the packets was a staff effort and input from support personnel in specific areas such as speech and physical therapy was utilized. Observation and feedback was given by the CBI Coordinators.

Difficulties that were foreseeable included getting permission from parents when students were to be used in a video, arranging for video taping of demonstrations that were representative of a specific technique and the amount of time needed for editing. The district standard picture release form was used since it included a section on the use of pictures or tapes for inservices. Only those students whose parents signed the release were filmed. A neighboring school district helped with the filming of the techniques by selecting teachers within their district that were correctly using the techniques selected. Editing was done by the writer. It should be pointed out that making a video took much more time that had originally been planned and editing was extremely complex and time consuming. Even with a written script, the development of a video takes time, patience, and good equipment. Filming must be done with the understanding that students rarely perform normally during filming. One of the major difficulties was finding a teacher who was using the technique needed with a student who was in the early stages of learning so that the technique could be demonstrated as it was used with a student when he/she was first beginning to learn.

Film clips of techniques in use were edited for good examples of specific techniques. Videos included teachers filmed in two districts as well some clips from videos that had been used to demonstrate student progress which were available on a limited basis. Within the time frame of the practicum, production of videos was limited. Two videos were completed.

One video was copied for the state Regional Resource Center and was used in workshops around the state in schools where inservices had been requested. The sharing of inservice material through out the state was one of the unexpected events in this practicum. Plans are for materials from the packets to be disseminated in this manner in the future.

A third video was not completed due to time. This particular packet was an overview of the CBI program meant to be used as the introduction of the program to staff personnel, parents, and professionals who requested initial information about the program. Early in the production of the video, a Special Education Teacher who taught students with Learning Disabilities (LD) was approached with the idea that the students help with the filming of the CBI classes. The video became such a project and the students were so involved that it was determined that what they wanted to film was much more than was needed for the packets. The determination was made to switch from a CBI overview to

systematic teaching for the fifth packet and allow the students to continue for the remainder of the year to film and edit the CBI Overview. Their video would be used at another time. This involvement of the students with LD was an unexpected event that was almost as productive as the practicum. The acceptance of both the CBI students and the students with LD by the regular student body was greatly enhanced by the production activities.

A problem with time developed concerning how long it took for each teacher to request, use, and return the packet. It was also discovered that the addition of a video increased the time required between checkout and return. Duplicates were made from the master to solve this problem. Copies were made from the master to insure the quality of the videos. The master was always kept by the writer.

Packet management, a systematic replacement of parts, and collation of the pre/post test and packet evaluations was an on-going part of the practicum. Records were kept on a grid with places for pre and post tests scores, the rating of the packets, and the difference between pre and post test scores.

Packets were housed at the writer's school and a system established that allowed for check-out by requesting teachers. Dissemination of information on what was available and how to access the material was disseminated through the CBI Coordinators. Most of the packets were distributed on a volunteer basis, however, several of the

packets were distributed to teachers by the CBI Coordinators who felt that certain teachers would benefit from viewing certain techniques.

It was first planned that the packets would be used to inservice only teachers and the objectives were written with this goal in mind. It soon became evident that others needed to use the packets to assure that the training was the same and a common base of knowledge had been established. Before the project was completed 10 teachers, 4 coordinators, and 8 paraprofessionals for a total of 22 professionals had been involved in using the packets. The extension of the use of the packets to others gave a broader comparison of the skills needed in the CBI program.

Continued use and addition of other packets with different techniques is planned to expand the common base of techniques. Materials are to be shared with the neighboring district and with the state resource centers for a broad dissemination.

Chapter V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

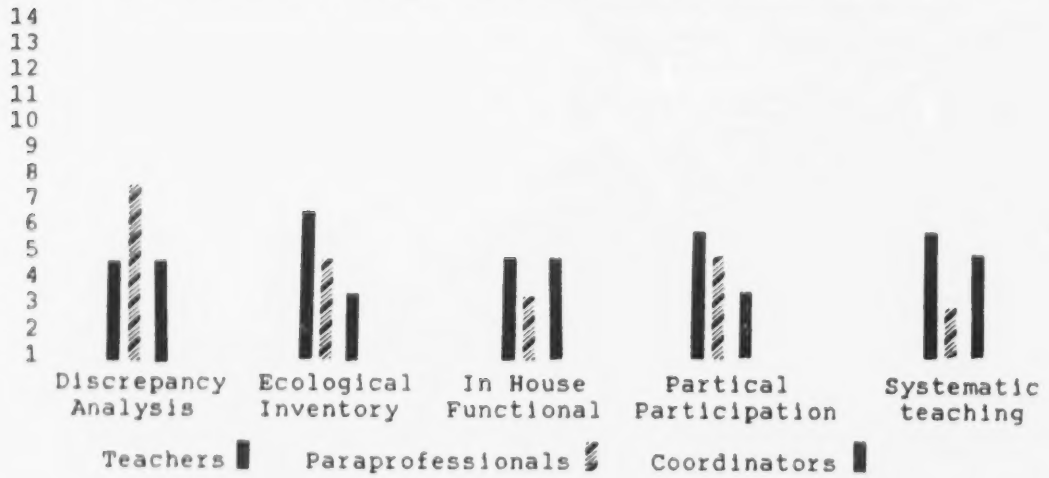
The presentation of five techniques used in the CBI program as individual inservices was undertaken as a solution to the problem of an undertrained staff which could not be pulled together for staff development workshops. Techniques were selected by a survey of needs and through input from the staff and coordinators. Packets were designed to teach the five techniques selected. These packets were checked out by individuals. Pre and post test scores were compared and results indicated an overall gain. The presentation of material to individuals rather than groups appeared to be a method of achieving staff development when workshops could not be given.

Results

The first goal for this practicum was for 10 individual teachers to receive individual inservice training through the use of packets designed to disseminate information about 5 teaching techniques specific to teaching in a Community-Based Instruction (CBI) Program. It was expected that a 30% increase in scores between pre and post tests would be achieved. The completion of 5 inservice packets by 10 individuals was accomplished with an average gain of 74.7%

between pre and post test scores. Of the 22 individuals completing packets 10 were teachers, 8 were paraprofessionals and 4 were coordinators. All 5 of the packets were completed by 2 teachers and 3 coordinators. Another 2 teachers and 2 paraprofessionals completed 4 of the packets. The rest of the packets were completed as follows: 1 paraprofessional and 1 coordinator completed 3 packets, 2 teachers and 2 paraprofessionals completed 2 packets and the other 2 teachers and 3 paraprofessionals completed 1 packet each. As indicated in Table 5, a total of 22 individuals completed a total of 56 packets with a range of 11 to 15 packets being completed in any technique. The predicted number completing each packet was 10 teachers. The range of professionals completing the packets was from 11 to 14 (Table 5).

Table 5
Number of Packets Completed
by Teachers, Paraprofessionals and Coordinators



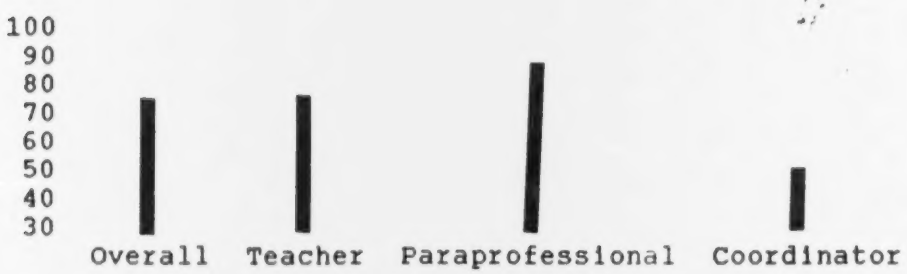
While time was a factor in using paraprofessionals and coordinators, it became apparent early in the practicum that there was a great need to extend the use of the packets to the other staff members to facilitate the goal of common knowledge within the staff. The use of the coordinators helped to validate the information in the packets and to insure that participants would get correct feedback. The paraprofessionals were asked to change some of their teaching methods as the teachers used the information in the packets and it was determined that the packets should be used to increase common goals and quality of techniques.

The difference in pre and post test scores was expected to be a gain of 30 percentage points. Table 6 indicates the average gains as 74.7% overall, with teachers averaging 77.6%, paraprofessionals averaging 86.1%, and coordinators averaging 49.1% gain. Such gains indicated the need for training in the various techniques was more than predicted. Gains were also indicative of the wide spread of the skills level of the staff and indicated that packets which present skill training could be effective at all levels.

The average gains in comparison between groups indicated that paraprofessionals gained the most, teachers were next, and coordinators gained the least. These results were expected and was very indicative of the beginning skill level and training of the groups. The lower gain of the coordinators indicated that the skills taught were ones the coordinators were already using and consequently scored

higher on the pretest, lowering the gain between pre and post test scores. This was considered an indication that the techniques selected were ones considered important to the program. It was also noted that the highest pretest scores were for the state coordinator, which was expected. The newer coordinators scored lower on the pretest.

Table 6
Overall, Teacher, Paraprofessional and Coordinators Average Pre/Post Percentage Point Gains for 5 Techniques



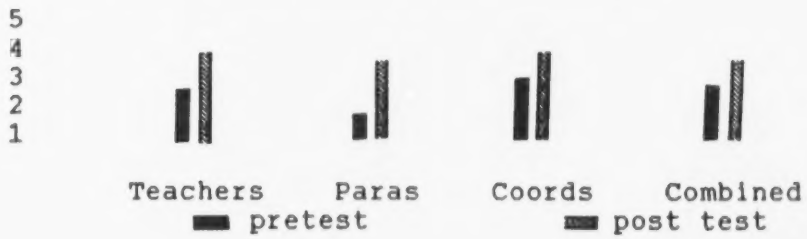
Objective two was that teachers involved in the practicum would indicate less than a two point difference in their self-rated understanding of the skills after completion of the individual inservices. A score of less than a two point difference in the rating of understanding of skills would indicate the staff was more equally trained.

The range of pretest ratings were from 1 to 4 on a 5 point scale. The range on the post test were from 2 to 5 indicating an increase in the rating of the skill level overall. Out of the 61 packets completed post test ratings of 2 were given only 5 times with 4 of these by the same paraprofessional whose percentage point gain was 77, 64, 95,

and 100 on these packets. This was interpreted to indicate a lack of self confidence or unfamiliarity with what others knew. A later interview confirmed the fact that she knew much more than her self rating indicated. The other post test rating of 2 was given by the newest teacher for a technique she had never used. This teacher requested to use that packet again. The second rating was not available by the end of the practicum. Self-rating of ability must be considered as biased and as such should be used with caution. For the purpose of this practicum self-rating was sufficient indication of how effective the packets were in increasing the perception of skill level.

A comparison of the average pre and post tests by group (teachers, paraprofessionals, coordinators and combined) indicates an increase in the overall self-rating from 1.5 to 3.5 for an average increase of 2 points on a five point scale (Table 7).

Table 7
Pre/Post Test Average Self-Ratings



This increase coupled with the decrease in the spread of the ratings indicates that the training had the effect of

both increasing the skill level of the staff as well as decreasing the wide spread of abilities.

Conclusions

It was concluded from this practicum that techniques needed for staff development could be identified by a needs survey. The techniques identified could be self taught through the use of well designed individual packets. The result of such self teaching is that both the level of ability was increased and the difference in skill level was reduced. This led to a better trained and balanced staff.

Other conclusions were that individual inservice packets could be used effectively with levels of staff that includes paraprofessional, teachers, and coordinators. Gains in skill level were dependent on the previous training received and as expected better trained staff gained less. Self rating of understanding of ability may be biased but provided the staff with the perception of knowledge gained.

Recommendations

Recommendations for replication of this practicum would include: (1) Develop a good needs survey. It was critical to the selection of techniques. (2) Use videos selectively. The time, effort, and expense were high, however, the effectiveness for some techniques was well worth the effort.

(3) Development of the packet should have input from the people who will supervise the techniques later to insure that feedback is appropriate. The coordinators needed to know what was in the packets to give feedback and their input was invaluable as to what materials should be in each packet. (4) Use pre/post observations by trained observers to determine the increased use of techniques instead of self-rating. Self-rating was considered biased and an increase in the use of the techniques would give a better indication of the usefulness of the packets. Following these recommendations, well designed inservice can be offered to paraprofessionals, teachers, and coordinators through the use of individual inservice packets.

Dissemination

The five individual packets will be made available to the Tri-District Council which distributes materials among the three districts in the county. Practicum materials have been used in five schools in this district. The materials will also be made available to the state Special Education Resource Centers where one of the videos is already being used for inservice workshops statewide. The practicum has been presented at the local university and a statewide workshop.

Continued development of other packets are planned and materials will be used in teachers training through out the

district for CBI staff. Plans are for individual packets to be available for all district CBI staff on a request basis thus providing a method of keeping the staff skill level consistent and current with new materials/techniques.

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APPENDIX A

SURVEY OF FREQUENCY OF USE AND UNDERSTANDING OF CBI TECHNIQUES

Survey of Frequency of Use and Understanding of CBI Techniques

Rate item on the following scales:

5	4	3	2	1
Use Frequently				Never Use
5	4	3	2	1
Understand Completely				Don't Understand

CBI Mission Statement

Use	5	4	3	2	1
Understand	5	4	3	2	1

Ecological Inventory

Use	5	4	3	2	1
Understand	5	4	3	2	1

Handicapped/Nonhandicapped Survey

Use	5	4	3	2	1
Understand	5	4	3	2	1

Task Analysis (TA)

Use	5	4	3	2	1
Understand	5	4	3	2	1

Data Collection

Use	5	4	3	2	1
Understand	5	4	3	2	1

Prompts/Cues

Use	5	4	3	2	1
Understand	5	4	3	2	1

Interdisciplinary Team

Use	5	4	3	2	1
Understand	5	4	3	2	1

Discreet Trial

Use	5	4	3	2	1
Understand	5	4	3	2	1

In-House Functional Activities

Use	5	4	3	2	1
Understand	5	4	3	2	1

Partial Participation

Use	5	4	3	2	1
Understand	5	4	3	2	1

Functional Communication

Use	5	4	3	2	1
Understand	5	4	3	2	1

Feeding

Use	5	4	3	2	1
Understand	5	4	3	2	1

Behavioral Management

Use	5	4	3	2	1
Understand	5	4	3	2	1

Positioning/Lifting

Use	5	4	3	2	1
Understand	5	4	3	2	1

Rehearsal/Debriefing

Use	5	4	3	2	1
Understand	5	4	3	2	1

List in priority order three techniques in which you would like to have training.

1. _____

2. _____

3. _____

Comments:

APPENDIX B

RESULTS OF FREQUENCY OF USE AND UNDERSTANDING OF CBI TECHNIQUES SURVEY

Results of Frequency of Use and Understanding of CBI Techniques Survey

Possible total points for each item is 50. Possible range is from 5 - use and understand to 1 - never use and don't understand.

CBI Mission Statement	Points	
Use	34	5/1
Understand	35	5/1
Ecological Inventory		
Use	39	5/1
Understand	43	5/1
Handicapped/Nonhandicapped Survey		
Use	25	5/1
Understand	27	5/1
Task Analysis (TA)		
Use	46	5/3
Understand	47	5/3
Data Collection		
Use	42	5/2
Understand	43	5/3
Prompts/Cues		
Use	37	5/3
Understand	34	5/1
Interdisciplinary Team		
Use	27	5/1
Understand	29	5/1
Discreet Trail		
Use	27	5/1
Understand	27	5/1

In-House Functional Activities		
Use	34	5/2
Understand	48	5/3
Partial Participation		
Use	43	5/3
Understand	45	5/4
Functional Communication		
Use	34	5/1
Understand	38	5/2
Feeding		
Use	30	5/1
Understand	37	5/1
Behavioral Management		
Use	32	5/1
Understand	36	5/1
Positioning/Lifting		
Use	37	5/1
Understand	29	5/1
Rehearsal/Debriefing		
Use	42	5/2
Understand	43	5/2

Three techniques in priority order in which training is wanted.

In-house functional skills	5
Discreet trial	3
Functional Communication	3
Prompts and Cues	2
CBI Inservice	2
Behavioral Management	2
Rehearsal/Debriefing	1
Job Coaching	1

Scheduling	1
Job development (negotiations)	1
Computers	1
Feeding	1
Lifting/Positioning	1
Sign Language	1
Observation of other CBI	1

Comments:

Only 1 comment was received - I would like to see the In-House work with computers and functional activities.